

DOCUMENT RESUME

ED 321 771

IR 053 210

AUTHOR Halliday, Meta A.
TITLE Automating the School Library. Annual Automation Institute (3rd, June 27-July 1, 1988).
PUB DATE 88
NOTE 24p.
PUB TYPE Guides - Non-Classroom Use (055) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Elementary Education; Inservice Teacher Education; *Learning Resources Centers; Library Administration; *Library Automation; *Library Planning; School Libraries
IDENTIFIERS *Barcodes; Dependents Schools; *Weeding (Library)

ABSTRACT

This guide to preparing the school library media center for the installation of a computer for management purposes begins by describing the situation in a DoDDS (Department of Defense Dependent School) in Germany and outlining the procedures for developing a plan of action. This plan covers the (1) project outline, project schedule, and method of reporting progress; (2) research to be done by the media specialist on computer hardware and software and visits to sites that have automation; and (3) preparation of the media center for automation, including weeding the collection, cleaning up the shelf list, and placing barcodes on books. It is suggested that inservice presentations be used to acquaint faculty and staff with the "new" media center automation and procedures, and the contents of such a presentation are described. A 15-item annotated bibliography is included. (BBM)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED321771

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☐ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

THIRD ANNUAL AUTOMATION INSTITUTE:

AUTOMATING THE SCHOOL LIBRARY

JUNE 27 - JULY 1

Prepared for

LIS 699 Directed Reading

Dean Miles M. Jackson

by

Meta A. Halliday

University of Hawaii - Manoa

Honolulu, Hawaii

Summer 1988

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Meta A. Halliday

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

IR0532210

TABLE OF CONTENTS

I.	PREPARING THE MEDIA CENTER	.1
	INTRODUCTION	.1
	PROCEDURE	2
	WEEDING	5
	SHELF LIST	.9
	BARCODES	11
II.	INSERVICE	.14
III.	BIBLIOGRAPHY	18

PREPARING THE MEDIA CENTER

INTRODUCTION

I was informed this last school year that my media center would receive a computer for management purposes sometime in the fall of 1988. This is one of several schools that will receive a computer and software the first year of a three year implementation plan. The next fall the number will increase and the third year the last of the DoDDS (Department of Defense Dependent Schools) schools in Germany will receive their computers.

Argonner Elementary School is a part of the DoDDS system and is one of two elementary located in Hanau, W. Germany. We have approximately 1100 students from K-12 with two media specialists and one library technician.

At the present time I don't know what hardware or software this will consist of or how extensive this management program will be.

I'm thinking and dreaming big and hopefully that SOMEDAY the schools will eventually be going all the way: circulation, card catalog, CD ROM player, encyclopedias on CD discs, modems to connect online, etc.

THE PROCEDURE

When it has been decided that the media center will be automated a plan of action must be developed. This plan could already have been developed for a presentation to the administration, school board, etc. on why we should have an automation system.

The first, or the basic, part of the plan is usually in three parts.

1. Project outline
2. Project schedule
3. Method of reporting progress

The project schedule should probably include an installment plan in Part 2 in case the whole computer system cannot be financed at one time.

The media specialist must then gather facts and figures for financing and implementing the automation plan.

I. Research (read about and shop)

A. Hardware

1. Brands
2. Costs
3. Will it do what the media center staff wants?
4. Make a comparison chart including your

favorites

B. Software (read about and shop)

1. Brands
2. Costs
3. Will it do what the media center staff wants?
4. Make a comparison chart including your favorites

C. Visit sites that have automation

1. Ask questions of the staff
2. Ask to see the system in operation
3. Ask if you can work at the desk in order to use the system yourself

II. Prepare the media center for the automation

A. Weed

1. Thoroughly
2. Extensively
3. Ruthlessly
4. Again and again

B. Clean up the shelf list

1. LCC numbers
2. Highlight items to be entered into the

computer

C. Place barcodes on books, if possible

1. Decide where to place the barcodes

a. inside the book

inside the front cover?

inside the back cover?

b. outside cover

where on the outside?

c. both inside and outside?

d. on shelf list card

III. Implement the automation plan

A. Computer manual gives the set up instructions

B. Software manual gives the set up instructions

C. Continue with Part II of this outline

DoDDS has already decided upon the hardware and the software that will be utilized for the media center management in our school system so Part I of the above plan has been completed for me. I don't know who did Part I of the plan or how it was done. I do know it was a decision made at the Superintendent's level in Washington, D.C..

My job, as media specialist, will be to plan and implement this change to automation. Therefore, this paper will be concerned with Part II of the above outline.

WEEDING

The presentations and discussions, as part of the institute, along with personal interviews has helped me determine that "weeding" should be one of my first priorities in preparation for the computer and automation.

Collection maintenance is a continuous year around process and is part of a media specialist's routine. This maintenance is necessary for space as well as keeping the collection pertinent and current. "Having outdated or inaccurate materials in a collection discourages use, gives a false impression of the adequacy of the collection, wastes the time of the staff, and obstructs users in their search for useful materials. (ALA p. 79)

There are six benefits to maintaining, or weeding, the media center's collection.

"1) YOU SAVE SPACE.

2) YOU SAVE THE TIME of patrons, of the staff, and of yourself.

3) YOU MAKE THE LIBRARY MORE APPEALING by replacing ragged and smudged and unattractive books with attractive new books.

4) YOU WILL ENHANCE YOUR COLLECTION'S REPUTATION for reliability and up-to-dateness and build public trust.

5) CONTINUOUS CHECK on the need for mending or binding, alerts the librarian to lost or stolen books in need of replacement, and guarantees a more accurate volume count.

6) Provides CONSTANT FEEDBACK ON THE COLLECTION'S STRENGTHS AND WEAKNESSES." (Segal p. 4)

The above lists all the usual reasons for weeding. When preparing the media center for automation it has been strongly suggested that a deliberate weeding take place. The words thorough, extensive, ruthless, again and again were emphasized by the people who were part of the institute along with those who I talked with. The collection should maybe even be over weeded in order to prepare for the huge task of automating.

Each of the 1100 students and each staff member in Argonner Elementary must be keyed into the computer. Also each item intended for circulation must be keyed into the computer and should include all the information that clearly identifies it.

Call number

Author

Title

LCCN or ISBN

T# (title number on the barcode)

\$ (cost)

All of this will take time.

Not all shelf list cards have the LCCN or ISBN numbers so that will take additional time to research. One or the other of these numbers is required if you wish to have your records prepared for you for the automated card catalog. These numbers are a means of identifying and verifying the titles in your collection.

It was pointed out at the institute that the LCCN number is a more reliable identification than the ISBN number. Each time a title comes out with a new copyright date it will receive a new ISBN but always retain the same LCCN. Using the LCCN will, therefore, make it easier to locate and identify a title.

"BiblioFile" is a record of all the Library of Congress collection on a CD disk. It can be used to retrieve your card catalog entries for you if you have the LCCN or ISBN information in your circulation entries for verification.

Or you can spend a great deal of time in individual title searches. If you have it done for you and don't have either the LCCN or the ISBN number it will take them much more time also and charge accordingly.

One thing to keep in mind is that "BiblioFile" doesn't have records on books dated before 1964 which means finding LCCN and/or ISBN numbers will be very very difficult. If there's a title that is dated before 1964 or cannot be located and you feel it must stay in the media center's collection it may be entered individually by hand. Using "BiblioFile" means all the information you need is there for a MARC (MACHine Readable Copy) record. If you choose not to use this method there are some companies, such as Follett Software Co., that will use your circulation information and convert them to MARC records for your card catalog, return the data to you, and you then batch load the information into your own database.

A set of objectives is required when planning to weed the collection. There are several approaches to weeding and each will have its problems. Criteria to consider when weeding:

- "1) Weeding based upon appearance.
- 2) Weeding of superfluous or duplicated volumes.

- 3) Weeding based upon poor content.
- 4) Weeding upon language.
- 5) Weeding based upon age alone.
- 6) Specific classes of books that particularly lend themselves to weeding.
- 7) Specific classes of works with specific age for weeding.
- 8) Weeding criteria for periodicals and serials.
- 9) Weeding criteria based upon use patterns." (Slote pp 36-40)

"Keeping Criteria. If we know what to keep, we can weed the rest. Three examples of this kind of advice follow.

- 1) Keep if listed in one of the standard catalogs, such as THE CHILDREN'S CATALOG (Wilson).
- 2) Keep if charged out within the last 5 years.
- 3) If a title has been frequently used during the past few years, it should probably be retained." (Slote p. 41)

ALA set up guidelines in 1980 for weeding in small and medium sized public libraries. This guide and formula would be easy to adapt to a school's collection.

B/3 MUSTY is an example of the formula

The first number is years since the book was published, the second number is years since the book last circulated, and MUSTY is an acronym.

M = Misleading (and/or factually inaccurate)

U = Ugly (worn and beyond repairing)

S = Superseded (by new edition or one better on the subject

T = Trivial (of no discernible literary or scientific value)

Y = Your collection has no use for it (irrelevant to interests and needs of the patrons)."

(Segal p. 10)

This formula should be easy to remember and adapt to the school's media center. It's not a long and involved process when time could be important. There will, of course, be titles that will be more difficult to fit into the formula than others.

SHELF LIST

The shelf list has to be cleaned up in its preparation for automation. This is the media center's inventory, therefore, the source of data for entry into the circulation

system and card catalog database. It needs to be accurate and easily read by others in case someone other than the media center staff keys in the data.

The LCCN or the ISBN should be recorded on the shelf list cards along with the cost of the item. The LCCN would be the more preferable choice as mentioned earlier in this paper. This number is required to be entered into the circulation system so these records are ready to be used in preparing your records for the automated card catalog.

The cards of the books weeded from the collection should be pulled from the shelf list and the main card catalog.

These shelf list cards have been the means of doing inventory and record keeping for several years so probably have all kinds of handwriting, notes, notations, etc. To make the transfer of information from the shelf list cards to the computer easier and more efficient the copy numbers of each book to be entered should be highlighted.

BARCODES

Attempts should be made to obtain barcode labels to accomplish this part of the preparation for the new automation system.

After the shelf weeding has been completed pull the shelf list cards and main catalog cards. Then go through the remaining shelf list cards cleaning them up and identifying the items to be keyed into the computer.

Now the books are ready for barcode numbers. These barcode numbers are on labels that are to be applied to the book so the barcode scanner, attached to the computer, can read the book's T # (title number) into the computer electronically.

This barcode is also used when the book is checked back into the media center.

Where to place this barcode? Some say the inside cover where it is protected from handling and being pushed and scraped against other books. Others say no, as each book must then be removed from the shelf and opened to be checked for inventory. For this reason the barcode label should be on the outside of the book, maybe upper left hand corner of the front cover. If the barcode label is on the outside cover it is easier to inventory. Tip the book partially off the shelf, use the barcode scanner that does inventory to scan the T #, and tip the book back into place. Then there's the group that want the barcode both inside and

outside just in case one label is damaged or lost. You have a backup label right there.

Imagine only one label and it's gone, for whatever reason. You have several copies of the same title and you must track down the barcode number to the unidentified book and obtain another label to replace the lost one.

Rather than weeding the whole media center, then cleaning up the whole shelf list, and then barcoding all the books, it might be easier to divide the media center into sections. Do all three procedures to one section or group of books and then start all over on another group. ie. Do the weeding, shelf list, and barcoding to the 001 - 299 section and then proceed to another section and repeat the steps.

INSERVICE

The faculty and staff will be curious and wary of this "new" media center innovation, automation. The best way to gain their understanding, confidence, and cooperation with the students and classes is to explain what the computer and the automation is, what it will do, and then demonstrate some of the things this program will do.

There's two ways this inservice could be handled. One would be, present part of the inservice at a faculty meeting and invite them in for a demonstration and hands on. Another way would be after we're ready to start using the new system invite the staff in small groups for an inservice. Do we have all the circulation items in the database and all the students and all the teachers before we start, or at some other point. This would have to be a media center staff decision.

PLAN

PURPOSE: Acquaint the faculty and staff with the automation and new procedures in the media center.

OBJECTIVES:

1. Explain the capabilities and purpose of the new

automation system.

2. Explain and show what has been accomplished to date.
3. Explain and demonstrate what is being entered currently.
4. Explain the goals of the media center in regards to automation.
5. Explain and show the capabilities and potential of this new system.
6. Acquaint each faculty and staff member with the checkout procedure.

PROCEDURE:

1. The computer can tell us within seconds:
 - * what you have over due
 - * where a certain title is at the moment
 - * what titles are checked out to you (as in the student leaving school)
 - * place books on reserve and let you know when it has been returned
 - * does printouts on all the above
 - * Show examples of one or more of these procedures
2. The faculty and staff have been entered into the

database and tell them each will have his/her own P #
(patron number). Give each person his/her own P #.

All the R (reference) books have been entered.

3. We are presently working on the E (easy) books.
Show an example on the screen of what each entry
involves.

4. The card catalog in the database is a future goal and
explain what that would mean to the staff and the students.

5. You and the student don't have to know the exact
spelling in order to call up a title or the books on one
subject. ie. din or dino would be enough to get dinosaurs
on the screen.

The search is through the whole entry, not just the
title, so is easier to prepare bibliographies. The teacher
could do his/her own search, mark out the items on the
printout that s/he doesn't want, and then return the marked
list to the media center. We'll collect the materials and
have them delivered.

6. Demonstrate how a book is checked out.

P # can be keyed in

P # entered with the barcode scanner

Have each check out an item using their own P #.

Show them that a list of titles checked out to each patron can be displayed on the screen. (Do I show them how to do this themselves? This will have to be a media center staff decision. Security and privacy need to be considered here.)

Checking out books would be demonstrated but explained that ONLY the media center staff would do this. A password is often required to access that part of the circulation system and I wouldn't want the password available to everyone for security, as well as privacy, reasons.

BIBLIOGRAPHY

American Library Association and Association for Educational Communications and Technology. INFORMATION POWER: Guidelines for School Library Media Programs. Chicago: American Library Association and Washington, D.C.: Association for Educational Communications and Technology. 1988.

This book sets for guidelines for developing the school media programs needed to prepare students for personal success in the future. Pages 79-80 mention maintaining the collection.

Boll, John J. "To Grow or not to Grow?" LJ SPECIAL REPORT. New York: R.R. Bowker Co. 1980. p 8.

Enumerates the many factors that cause the need for academic library space. One way to gain space is to weed the collection regularly.

Corbin, John. MANAGING THE LIBRARY AUTOMATION PROJECT. Oryx Press. 1985.

This is a practical handbook and guide for the librarian untrained in systems development and maybe unfamiliar with computers, but is responsible for developing a computer based system. Here the emphasis is on planning, organization, management, and step-by-step processes of a systems project.

Costa, Betty and Marie Costa. A MICRO HANDBOOK FOR SMALL LIBRARIES AND MEDIA CENTERS. Littleton, Colorado: Libraries Unlimited, Inc. 1986.

"This book is a guide for the novice traveler in the microcomputer territory related to small libraries and media centers. The necessary equipment and certain rules of navigation are given for a successful and productive trip. Authors recommend the book be read all the way through before starting your own plan." (p xiii)

Department of Education. "School Library Network Project".
Honolulu, Hawaii: Department of Education. 1987.

This is the plan and steps to automate the public schools in the state of Hawaii. Included are the objectives, activities, steps in automating the school library, automation shopping list, and the evaluation criteria for circulation software.

Department of Education. "Why Weed". Honolulu, Hawaii:
Department of Education. 1985.

This is a guideline adapted from the Hawaii Public Library System and used in school librarian workshops in Hawaii on how to weed the collection. This is a topic of special interest in Hawaii as there is an automation plan being implemented.

Follett Software Company. CIRCULATION PLUS, manual.
Crystal Lake, Illinois: Follett Software Company. 1986.

An Installation Check list is given on pages 2.8-2.10. There's no one way that is correct and it will depend upon the staff in what order the list is completed. Instructions are also included on setting up the computer and the software.

Hinman, Gretchen. A personal interview in Hamilton Library,
University of Hawaii - Manoa, Honolulu, Hawaii 96822,
June 29, 1988.

A Follett Software Company representative and a former librarian, Ms. Hinman talked with me regarding her recommendations in preparing the media center for the arrival of the computer for management.

Holcomb, Jeanne. A personal interview in Hamilton Library,
University of Hawaii - Manoa, Honolulu, Hawaii 96822,
June 28, 1988.

Ms. Holcomb is the librarian of Homer Junior High

School, Homer, Alaska 99603. The preparation of the media center for the arrival of the computer was discussed.

Markuson, Cr. Carolyn. Instructor of the Third Annual Automation Institute: Automating the School Library, Hamilton Library, University of Hawaii - Manoa, Honolulu, Hawaii 96822, June 27 - July 1, 1988.

Dr. Markuson discussed her ideas and experiences in the procedures of preparing the school, the staff, and the media center for automation. Other speakers were also invited to the institute for discussion.

Nakamura, Margaret. A speaker at the Third Annual Automation Institute: Automating the School Library, June 30, 1988.

Ms. Nakamura is with the Hawaii State Department of Education, Library Services and spoke to the institute regarding the procedures followed by the DOE in preparing for automation.

Nagao, Alma. A speaker at the Third Annual Automation Institute: Automating the School Library, June 29, 1988.

Ms. Nagao is the librarian at Aina Haina Elementary School, Honolulu, Hawaii. She talked with the institute about her plan, experiences, and recommendations in preparing for automation and automating this school's library.

Neff, Robert. A personal interview at Bertram Library, St. Louis School, Honolulu, Hawaii 96816-1578, July 5, 1988.

Mr. Neff is the librarian and is in the process of automating the Bertram Library. We discussed automating the school library, its advantages, the procedures, and the process.

Segal, Joseph P. EVALUATING AND WEEDING COLLECTIONS IN
SMALL AND MEDIUM-SIZED PUBLIC LIBRARIES: The Crew Method.
Chicago: American Library Association. 1980.

A manual for the community and branch librarian with
a shortage of time, space, and budget and are anxious
to provide efficient effective service to their
patrons.

Slote, Stanley J. WEEDING LIBRARY COLLECTIONS - II, second
revised edition. Littleton, Colorado: Libraries
Unlimited, Inc. 1982.

"This book has been designed to be used for four
distinct purposes: 1) as a comprehensive source
summarizing the opinion, knowledge, and serious
research in the field of weeding. 2) As a
do-it-yourself guide for librarians wishing to weed
out their present collections. It is the aim of this
book not only to explain and justify its methods, but
to include a step-by-step procedure for "weeding
without tears." 3) As a textbook in library schools,
especially in courses that deal with acquisition and
maintenance of library collections, for weeding is one
of the best techniques available for the long-range
building of useful collections. 4) As a stimulus to
further study in this entire area. It is hoped that
libraries using the recommended methods will measure
and report upon the costs of weeding and the impact of
such weeding upon changes in the amount of circulation
and in user satisfaction." (p 13)